**Ideas for Lessons**

**Utilizing the Gallery Essentials and the Lesson Activity Toolkit**

**One of these ideas will be the lesson that you will teach on Friday.**

**That lesson must have an original notebook file.**

**Lesson 1: Do, Re, Mi and basic note lesson**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to play a simple melody using “do”, “re”, “mi” quarter notes, half notes, whole notes, eighth notes, and quarter rests.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

Students will already know how to read the notes mentioned above in stick notation (not on staff) and will be able to play a melody using those notes on a “virtual” glockenspiel.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

The lesson starts out with a review of the notes/rhythms mentioned above and then they will play an anagram game using those notes as a means of review. When this is completed, the students will take this knowledge and play a simple melody on pitch explorer under gallery essentials.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Through observation of the students playing the anagram game, I will be able to determine which students understand the rhythms being learned. When they play the actual melody using these rhythms on the pitch explorer, I will be able to assess further their understanding of the rhythms by their demonstration of proper rhythm.

**Lesson 2: Note Identification**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to identify and categorize notes and rests.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

Students will already know what the notes and rests are that are being utilized within the games/activities. The activities are being used a review and assessment tool.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

Students will identify and categorize notes and rests using Image Match and Category and Match within the Lesson Toolkit.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Students will be assessed through their use of the activities provided in this lesson.

**Lesson 3: Note Identification**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to identify whether notes are lines or spaces and they will also be able to identify a note on the staff.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

Students will have knowledge of the lines and spaces and will have done some work with note identification. The activities in this lesson are designed to reinforce their knowledge.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

I created 2 activites using the activities within the Gallery Essentials. One of the activities is a categorizing activity where they have to put the notes that are on lines under the lines category and the notes that are on spaces under the spaces category.

The second activity is a matching/ID game where a note name comes up and the student has to hit the appopriate note on the board that matches the name.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

I will be assessing through watching their interaction with the board. Eventually the students will be given a written assessment as well.

**Lesson 4: Dynamics**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to identify dynamics within their music and demonstrate their understanding of what that dynamic is verbally and through performance.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

Students have been performing music in chorus with dynamics and we have discussed what dynamics are and their importance.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

I would attach sound files to dynamic markings (ie: Surprise Symphony for forte, etc) that way the students would get a sound example for the dynamic attached to the dynamic marking they see.

I would also create a matching game where they have to match the “english translations” to the dynamic markings (ie: forte = loud, etc)

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Aural and visual observations of students working with the board and performing the appropriate dynamics. The students will at some point be given a written formal assessment to demonstrate their understanding of the dynamics in writing.

**Lesson 5: Form**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

Make it a statement, in the form “Students will be able to….”:

Students will be able to distinguish and identify between ABA and AB form.

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

Students have done some listening exercises where they have identify different parts of the music.

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

I would find listening maps to show a form of a song and attach a listening example and have students follow along on the map as they are listening to the music. I would also have students match up pictures that represent sections of the the music (ie: apple=section a). I would have them move the objects around on the board and place them in the appropriate order as they are listening to a song.

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

Visual and aural assessment as students are working on the board and listening. Formal writing evaluations to follow.